

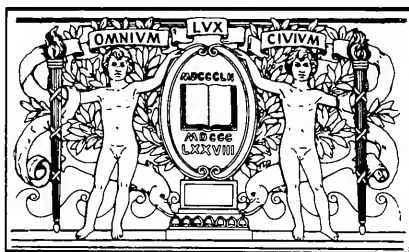
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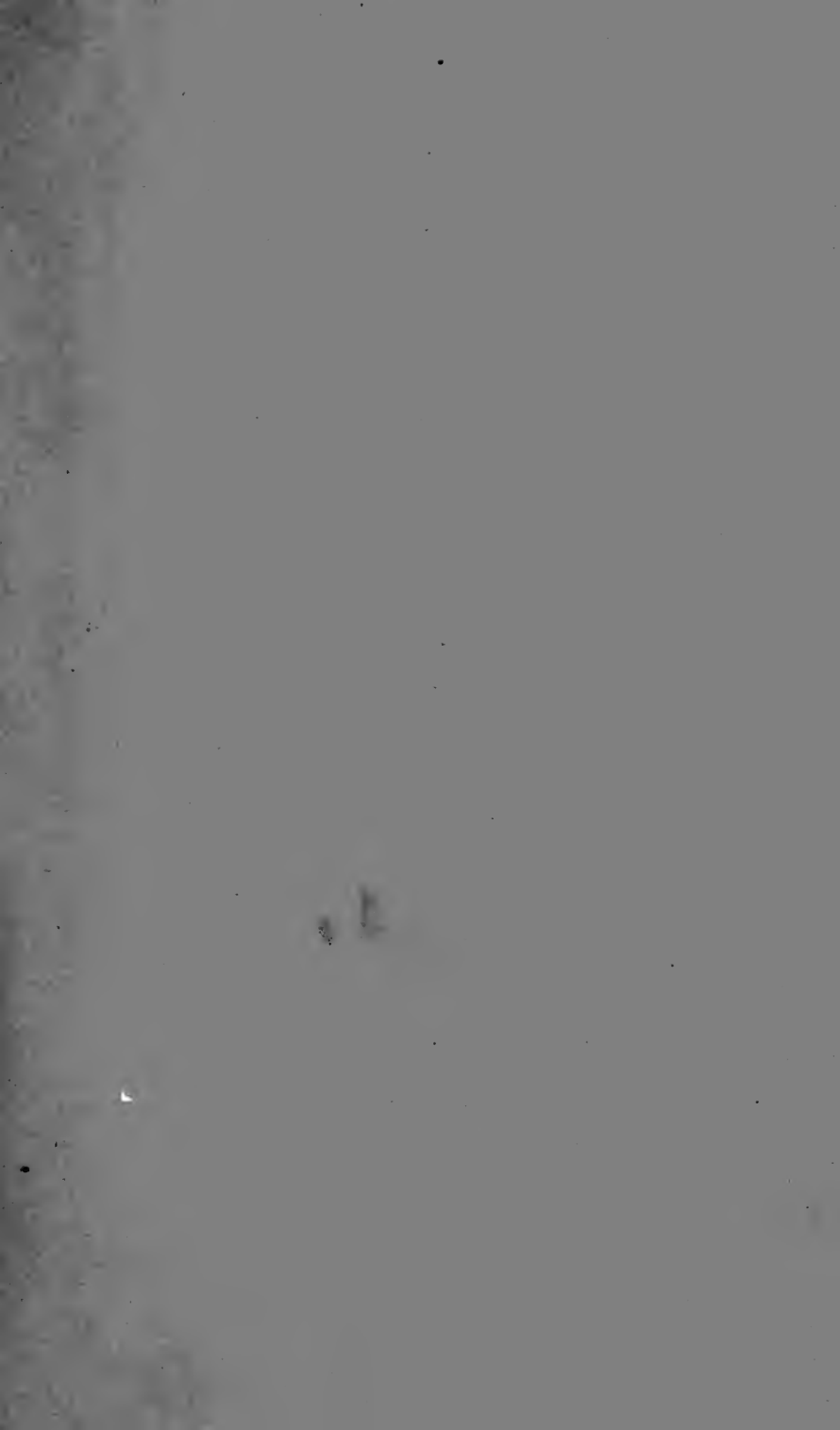
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City of Roxbury.

IN COMMON COUNCIL, July 23, 1860.

ORDERED, That the Committee on Public Instruction be instructed to communicate to the Board of "Trustees of the Grammar School in the Easterly part of Roxbury," that the City is about to establish an English High School for Boys, and that the appropriation heretofore granted to the Trustees will be discontinued on and after the 1st of August next, except the annual amount of \$500, that being the amount paid previous to 1852; and also to request the Trustees to send the boys now under their charge in the English department, to the English High School established by the City.

City Document. — No. 11.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

City of Roxbury,

FOR THE

YEAR 1860.



ROXBURY:

L. B. & O. E. WESTON, PRINTERS, GUILD ROW.

1860.

City of Roxbury.

IN SCHOOL COMMITTEE, May 9, 1860.

The Chairman appointed the following members as the Annual Examining Committee, viz. :

High and Grammar Schools. — Messrs. OLMSTEAD, CRAFTS, RAY, SEAVER, ALLEN, PLYMPTON, and BLISS.

Primary Schools. — Messrs. WILLIAMS, PUTNAM, NUTE, KING, and MCGILL.

December 15, 1860.

The Chairman of the Board (Mr. MORSE) submitted his Annual Report.

Mr. OLMSTEAD submitted the Annual Report of the High and Grammar Schools.

Mr. WILLIAMS submitted the Annual Report of the Primary Schools.

All of which were accepted.

It was then ORDERED, That the several Reports be committed to Messrs. MORSE, OLMSTEAD, and WILLIAMS to revise, and cause to be printed 2500 copies, to be distributed to the citizens of this City, as the Annual Report of the School Committee.

JOSHUA SEAVER, *Secretary.*

REPORT.

IN conformity to the requirements of the Statutes, the School Committee of Roxbury respectfully submit their report for the year 1860.

In their endeavors to promote the important interests confided to them, the Committee have sought to enlarge and perfect the system of instruction already established. Under their care the Schools have been pursuing the legitimate work for which they were instituted, and as a whole, the results attained have been highly gratifying.

No change has been made in the internal arrangements of the Schools, except in the High School for Girls, which has been reorganized to correspond to the first divisions of the two Grammar Schools reorganized last year.

A detailed statement of the condition of the several Schools, will be found embodied in the accompanying reports.

The whole number of Teachers employed is eighty.

The whole number of Pupils belonging to all the Schools is 4197.

The cost of maintaining our Public Schools the current year is \$44,656.13, or \$10.64 per scholar.

HIGH SCHOOL.

The number of Scholars belonging is 108, under the charge of three Teachers.

The cost of maintaining the School the present year is \$4560, or \$42.22 per scholar.

During the early part of the year Mr. Robert Bickford resigned the office of Principal of the Girls' High School, to take effect at the close of the Summer Term. A position he had acceptably filled from the establishment of the school. He enjoyed the confidence of the community and Committee, and resigned to accept a more lucrative situation in another State. His resignation was soon followed by that of the Assistant in the same School.

Before proceeding to fill the vacancies, the Committee decided to attempt the consolidation of the Girls' High School and the English High School for Boys, under one Principal, as repeatedly recommended by this Board, and urged by His Honor the Mayor in his last inaugural address, on the grounds, of affording a more perfect classification, of advancing the standard of scholarship, and considerably lessening the expense of instruction. A vote was accordingly passed to provide High School instruction for Boys, as well as for Girls, in the same school and under the same teachers. A notice to that effect was sent to the City Government, requesting a discontinuance of the greater part of the appropriation, formerly paid to the Trustees, for carrying on the English High School for Boys.

Previous to the close of the Summer Term, Mr. Samuel M. Weston was unanimously elected Principal of the High School. A teacher well known to the community as late Principal of the English High School for Boys. Mr. George H. Gorely and Miss Sarah A. M. Cushing were appointed his Assistants.

At the examination of candidates for admission, a larger

number of both sexes than was expected presented themselves, most of whom were admitted. At the beginning of the Fall Term the school was organized in the Dearborn School House, where it has been in successful operation until the present time. The Committee requested the City Government to make some repairs upon the High School building in Kenilworth street, to put it in better condition to be occupied by the High School. This request, as well as the former one in relation to this subject, was finally granted, and a liberal sum voted for that purpose, and under their direction the building has been remodeled and enlarged, and such conveniences provided as will afford all the room and accommodations necessary for successfully carrying on the School. The house, which is now about ready for occupancy, is a substantial structure, centrally located, and in its arrangements so well adapted to the purposes for which it is intended, that very little if any improvement could be suggested. It is sufficiently capacious, not only for the present, but for the future wants of the school.

The establishment of this School places an important part of our system of public instruction under the control of this Board, and gives completeness to the whole, with the power to insist that each grade of schools shall accomplish its appropriate work, and that one shall not be depleted of its best materials before it is qualified, to augment the number of a higher grade.

The success of High Schools, similarly constituted, in other places, and the success of this School, thus far under the guidance of experienced and competent teachers, render it highly probable that the standard of attainments will be elevated, that the requisite qualifications for admission will be more thoroughly complied with, and that all our schools of inferior grade will be incited to greater efforts to reach a standard of greater excellence. The cause of

Public Education will thereby be promoted, and the rising generation rendered more intelligent and useful.

GRAMMAR SCHOOLS.

There are five Grammar Schools in the city — the same in number as last year. The whole number of Pupils belonging to the Grammar Schools is 1620, making an average to each Division of 50 pupils. The cost of maintaining these schools the current year is \$21,460, or \$13.24 per scholar.

Most of the teachers remain the same as last year; two have been added to the number,— one for a new division in the Washington and the other for a new division in the Dearborn School. Five resigned,— three in the Dearborn and two in the Comins School, and their places were filled by other appointments.

The yard of the Comins School-house has been enlarged, by the purchase of more land, to afford a better playground for the boys of that school; an improvement very much needed. That school, with one vacant room, has all the accommodations needed to supply its present and prospective wants.

The Dearborn School-house, when the two rooms in the third story shall have been finished as asked for by the Committee, and now temporarily occupied by two divisions, will furnish all the room needed for that school.

The Washington School has sufficient accommodations for another year in the present building.

The Dudley School-house does not afford room sufficient to receive all who will probably apply for admission at the next promotion, and it will be necessary to provide additional accommodations elsewhere. It may at some future time be thought expedient to unite the Dudley and Washington Schools under one Principal, corresponding to the other two Grammar Schools, when a suitable building will have to be provided for that purpose.

The two schools reorganized last year have been successfully carried on under the arrangement then instituted. Nothing unfavorable has occurred to mar the harmony of the schools on account of the two sexes attending in the same building or in the same room, but on the contrary, the influence they have exerted upon each other has tended to promote good order, closer application to study, and more regard to personal appearance and behaviour. The emulation excited in the two sexes, in the school-room, has generally lead to a better performance of the tasks assigned them.

Only a small portion of those who enter the Grammar Schools, avail themselves of the advantages of High School instruction. Some only complete the Grammar School studies, but the majority do not even attain to that, terminating their school training at different stages of the course, they pass at once to the business of life. On this account, the simple and rudimental studies especially should be thoroughly taught, which are not only the foundation to advanced studies, but are of much practical importance to those compelled thus to relinquish their studies. Penmanship especially should be commenced as early as possible, even in our Primary Schools. As soon as the child is able to form the letters of the alphabet, he should be taught to construct simple sentences and express his own thoughts in writing.

PRIMARY SCHOOLS.

The number of Primary Schools is forty, The number of pupils belonging to these schools is 2510, making an average to each school of 63 pupils.

The cost of keeping the Primary Schools the present year is \$18,800, or \$7.46 per scholar.

Few changes have been made in our Primary Schools. Three teachers resigned and others were appointed to fill their places. Three were transferred from one school to

another, and three have been added to the number, one for the Truant School at the Alms House, and two for the new schools, near East Street. Two new school-houses have been erected: the one in Francis Street is a commodious two-story brick structure, built to replace the one destroyed by fire in the early part of the year; the other near East Street, which is also built of brick, three stories high, is designed for six schools, and provided with ample play ground. The school-rooms are large, with dressing-rooms connected with each; these, with spacious entries and stairways, make it the most convenient Primary School-house in the city. It was erected to meet the present and future wants of a district that is rapidly increasing in inhabitants, and ere long every room will be occupied.

The Vernon Street School-house has been enlarged and remodeled, to make it more comfortable and suitable for the four schools that occupy it.

Additional accommodations are very much needed in the vicinity of Smith Street, and can be furnished by enlarging the school-house in that street.

A new house upon another site is called for, for the Centre Street School, which is much incommoded by having the best part of its yard taken for an engine-house, besides being compelled to occupy an old and unsuitable building.

It is for the interest of the city, as well as for the good of the schools, to provide ample accommodations for our Primary Schools, for in them the children can be educated as well as in the lowest divisions of the Grammar Schools, besides being generally more conveniently located for the attendance of younger children. Pupils are often promoted prematurely from the Primary to the Grammar School to make room for new applicants.

The proficiency made the first six months or year in the Grammar School, could as well be accomplished in the Primary, which would tend to elevate the standing of our

Grammar Schools, and add to the appearance and importance of our Primary Schools.

PHYSICAL EDUCATION.

Public attention has of late years been repeatedly called to the subject of physical culture, and its importance urged upon the consideration of parents and those having the supervision of schools. Complaints are made that the children of our schools are required to devote too much time to study, and not enough to exercise. Of the various plans proposed to remedy the alleged defect, that is the best which will accomplish the desired intellectual training, and at the same time invigorate and develop the physical organization.

Children, and particularly younger ones, require much physical exercise, and are incapable of long continued mental effort upon one subject; hence they should be allowed frequent intervals of recreation and change of thought. They should early be taught to apply themselves in earnestness to whatever they undertake, be it study, work, or play. Having the capacity, it is better they should learn a lesson in fifteen minutes than to consume a half hour about it. So in play, they should be taught to freely exercise their limbs and vocal organs, without being violent or boisterous. A scholar should not be deprived of a part or the whole of the recess as a punishment, for it deprives him of the recreation which is absolutely necessary for his health, and is the most effectual means of making him averse to his studies.

Teachers should guard well the condition of the school-room, as to ventilation and temperature. When the air becomes vitiated, or the temperature too warm, they should avoid opening such windows as will expose the children to a draught of cold air, and at recess or close of school never allow them to pass from a heated school-room to an atmosphere perhaps below zero, without being protected by

their outer garments. Efforts should be made to correct any cramped or unnatural positions which scholars may habitually assume, either in sitting or standing.

To break the monotony of the daily routine, it might be deemed advisable, in the Grammar and Primary Schools, to devote ten minutes each half day, besides the usual recess, to some approved physical exercises, which, under the direction of the teacher, could be engaged in, five minutes at a time, at intervals between recess and the opening and closing. It is not necessary to indicate what these exercises shall be, although some very appropriate ones are in use in some of the schools, particularly in the Sudbury Street Primary Schools. These exercises should be adapted to call into action the various muscles of the limbs and body, especially those of the chest, accompanied sometimes by the action of the vocal organs. Such exercises, besides being a pleasing recreation, would afford great relief to any weariness of body or mind, and serve to keep alive the tone and activity of the school.

It is important to attend to the physical education of the members of our High School, especially the female portion of it. Much constant mental effort is requisite to accomplish what is there required, and unless a corresponding amount of proper bodily exercise is insisted upon, the physical energies will become enfeebled, and the health be permanently injured. A room for this purpose has been finished in the basement of the High School building, where, under the direction of the female teacher, stated physical exercises will be required.

SUPERINTENDENT.

In many cities and large towns of the State the office of General Superintendent of the Public Schools has been created, and it has, so far as known, resulted in the advancement of the cause of popular education in those places.

The services of a person possessing the requisite qualifications, who should devote his time in visiting, examining, and in exercising a general supervision of the Schools, would be of much advantage in indicating defects and suggesting improvements in our system of instruction. From his intimate acquaintance with the condition of all the Schools, he could ascertain the comparative attainments of each, and by judicious instruction aid those teachers whose schools were in any respects inferior to others of the same grade.

It is undoubtedly true that the services of a faithful and competent Superintendent would increase the efficiency and elevate the standard of our Schools, yet some doubt the expediency of creating such an office, on account of the additional expense to the City, the probability of its becoming an office to be sought after politically, the difficulty of securing a person to fill the place whose views in relation to educational matters would correspond with a majority of the Board, and the Committee becoming an advisory rather than an active working body.

If to a future Board the arguments in favor outweigh the objections to appointing a Superintendent, then it will devolve upon them to call the attention of the City Government to the subject: for the Statute authorizing the appointment of a Superintendent, provides that the office shall be created, and the salary determined, by an ordinance of the City Council, and the School Committee shall appoint the person to fill it.

HORATIO G. MORSE, *Chairman.*

REPORT ON THE HIGH AND GRAMMAR SCHOOLS.

THE High and Grammar Schools of Roxbury have been duly examined each term of the year, and specially so during the Spring and Fall months. In the First and Second Divisions of each of the Grammar Schools, the examination was conducted by one member of the Examining Committee in Geography and Arithmetic, and by another member in Grammar and its related studies. The general state of the Schools, in their several Divisions, is hereby indicated as fully and distinctly as seems practicable in a condensed view.

HIGH SCHOOL.

The High School has been going through a course of transition within the year, owing in no small degree to the resignation by Mr. Robert Bickford of his headship of the High School for Girls, a relation which he had held from the formation of the School in 1854 to the close of the last Summer term. That School, as its later examinations and last public exhibition gave proof, was, from its beginning, an ornament to the public instruction of our city. Scores of young ladies — among these some of our best teachers — owe a life benefit to the formative influence gathered from this nursery of education. Mr. Bickford resigned to undertake a similar service of teaching in Kentucky, and the Board, on motion of the Chairman of the Local Committee of the School, passed the following

resolve, expressive of the sense entertained of the value of the retiring Principal's services:

Resolved, That this Board hereby express their satisfaction with the manner in which Mr. Bickford has performed the duties of his position since the establishment of the School, and with the success which has attended his labors.

The Board made choice, after this resignation, of Mr. S. M. Weston, late Principal of the English High School for Boys, with Mr. Gorely as his assistant, and subsequently of Miss Cushing, in place of Miss Peck, resigned, as the corps of teachers for the Roxbury High School as newly organized. Of the present state of the School, the following, taken from the report of the last quarter's examination, is in proof:

The First or Senior Class of the High School was examined by the writer (Mr. Crafts) in the several studies pursued, except Algebra, in which they were examined by Mr. Bliss, and both were present during the reading of Composition and Declamation. The Third or Junior Class (under the charge of Miss Cushing) was examined in Written and Intellectual Arithmetic, and in Physical and Political Geography, by Mr. Bliss, and in Grammar, and Rhetoric, and Composition, by myself. It is to be regretted that the Middle Class (under the charge of Mr. Gorely) was not examined also; for it would seem proper that this school, of all in the city, should receive especial care, and its condition should be fully understood by the Board.

Most of the sessions of two days were spent by the Examining Committee with the class under the immediate charge of Mr. Weston, and the examination, which was pretty thorough, was highly satisfactory. In only two studies, French and Algebra, do the Girls and Boys recite together, and only a part of the girls attend to the latter study. The girls had completed the study of Rhetoric before the schools were united, and in Geometry they have gone through only the first four books, while the boys have nearly finished the volume. In those parts of Geometry which they had severally studied during the last term, each division of the class passed an excellent examination. The average rank of the girls, as marked by the examiner, was upwards of 96 per cent. of perfection, and that of the boys was 94 per cent. The French exercises were very good, and the method of teaching appears to be well adapted for learning the language, with the exception of the perfect pronunciation, which can be acquired only by intercourse with those who speak

the language perfectly. The examination in Rhetoric was generally highly satisfactory, and, though to boys of the age of these the study is a dry and uninteresting one, most of them showed that they understood the subjects which they had studied. The average rank, as shown by the marks of the examiner, was 91 per cent. of perfection.

In Algebra, the examination could not be so extended and thorough as it might have been, had there been sufficient black-board for the use of the class. It was, however, satisfactory to the examiner, his marks indicating about 98 per cent. of perfect recitations.

Some of the Compositions evinced considerable taste and skill in writing, and most of them were respectable. Some of the Declamation was also very good, showing a natural talent in that direction.

The Class under the charge of Miss Cushing have given considerable attention, during the term, to Mental Arithmetic, the examination for admission to the school showing some deficiency in this branch. Considerable improvement has been made in this study, a thorough drill in which is so advantageous in the study of the higher mathematics. In the other studies in which they were examined, this class generally appeared well, and it will furnish a very creditable class for the succeeding years of their course ; but there are undoubtedly some who will not be able to go up to the higher studies with the class, if it is intended to maintain a high standard for the school.

The High School, as now organized, has, thus far, labored under many disadvantages. While the pupils were brought together from different schools, where they had made different degrees of progress under different methods of instruction and discipline, with two classes and teachers in one hall, and no recitation room, except for a small part of the time, and with a mere scrap of black-board for all their various exercises, it was a difficult matter to organize the classes, and to impart instruction, so as to accomplish much. But the efficient teachers have overcome many obstacles, and have shown that the experiment, if such it may be termed, will be a successful one. It is expected that the High School Building will be completed so that it may be occupied by the first of January. With the excellent accommodations there provided by the unexpected liberality of the city government, and with due care and attention on the part of the School Committee, the school may equal the best of its class, and become a source of pride to the city.

COMINS SCHOOL.

The past year has been an important one in the history of the Comins School, both on account of its enlargement near the close of 1859 by the number of four Divisions (two of each sex), and by the experiment of placing boys

and girls under one instruction, and in the same room, in the First Division. In the last named Division, Miss Cushing, the former Principal of the School, and assistant teacher of Mr. Jones for the most of the present, as well as a part of last year, having been elected to fill a vacancy in the Roxbury High School, Miss Carrie K. Nickerson, who had long served as head assistant in a corresponding Division of the Everett School, Dorchester, has been elected to supply the vacancy thus made.

There has also been a change in the Fifth Division of Boys, Miss Angier having been elected to succeed Miss Dickerman, who had resigned. From the reports of the Examining Committee, both for the Spring and Fall terms, the general progress of the school is indicated. The teachers are unexceptionably devoted to their work. As a body they have had greater difficulties to cope with than is true of any other of our Grammar Schools. The material placed under their hand to mould, is less plastic and promising, as a whole, than in the other corresponding School of the eastern section of the city—less so certainly than in either the Washington or Dudley schools. Its development has been necessarily more formative. Of cruder elements, it has seemed to require, and this is still the case, more of organization and of assimilation than is true of our other schools. In respect of studies generally,—the same as those pursued in the other Grammar Schools,—it will suffer no more from a comparison with these, than perhaps might be looked for in the difference of circumstances that have been considered. The Fall examination, conducted by the same examiners, reports progress, and more favorable results and impressions, than in an examination at the close of the Spring term. So fully is this advance set forth, that your committee cannot but hope that the coming year will prove to be one of greater growth and proficiency in the Comins School, than have yet been witnessed.

DEARBORN SCHOOL.

Next in alphabetical order — but more as of corresponding size and grade with the Comins — comes the Dearborn School. The enlargement of the two buildings went on contemporaneously, and was projected after a similar plan, with exceptions in the detail — particularly the arrangement of the upper and lower halls, and the stairways — quite in favor of the Dearborn. It is much to be regretted, that the same excellent ideal of internal finish had not been carried out in both cases. Besides the addition of four rooms, two for boys and two for girls, two rooms in the third story have been brought into use during the Fall term just closed. The schools taught here have been successfully instructed, though the examiner speaks of the rooms as poorly ventilated.

The Dearborn School, long under one headship, is realizing in many respects to the city the advantages of a model Grammar School. With not a noteworthy exception, the examiners award high praise for the order observed in all the Divisions, and for the excellent deportment of the pupils. One of the committee, himself a former principal of one of our city schools, says of the First Division (and the commendation applies to the school generally), "The deportment of the pupils was admirable — not the slightest impropriety or misdemeanor of any kind was observed during the examination. The general working of the school, under the new arrangement, appears to be perfect — the beautiful order and respectful attention throughout the school; the pleasant relation existing between pupils and teachers, and the general neatness of the whole premises, reflect great credit upon the principal and his assistants." The only exceptions noted by the same examiner, are, "that reading, as a drill exercise, might very properly receive more attention in the First Division, and that the boys in the Second Division are capable of accom-

plishing twice as much work as they now do." The method of realizing this advance, contains a hint to instructors in all our schools as well: "If the teachers can by some means awaken in the pupils more interest in their studies, and infuse into them more life and animation, their progress will be two-fold what it now is."

DUDLEY SCHOOL.

This is one of the oldest of our schools, and, like the Dearborn, has long been under one presiding direction. Its locality is favorable for the "Girls' Grammar School," which, without change, this continues to be. The *jeu d'esprit* of this school, throughout its Divisions, has been always well maintained. It is no place for dulness or indifference where the ruling atmosphere is so opposite. The Principal, recovered from the calamity by which she was laid aside from active service several months last year, has given us another year of unbroken service, and the other teachers of the school have not been seriously drawn aside or diverted from their work. One of the examiners in May, of the First and Second Divisions, who gave particular attention to Arithmetic and Geography, says, "a large per centage" of the scholars passed an excellent examination. Subsequently, he examined the school in their remaining studies, and was "much pleased with their general appearance, and with the promptness and accuracy of their recitations." Another member of the committee says of the other Divisions, at the close of the Fall term, "The good impression received of these in May last have been confirmed. Since then their time appears to have been well improved." Says its former Principal, "The First and Second Divisions of the Dudley School were examined by me on the 21st of November, in the following branches, viz., Reading, Spelling, Defining, Grammar, History, Composition and Penmanship — the result of the examination in all these branches was quite satisfactory. The answers

to questions were given with promptness and general correctness. The order of the school is excellent. I think the girls, in these Divisions, are accomplishing all that we can *reasonably* and safely expect of them. Were I to suggest any alteration in the programme, it would be the introduction of Tower's Grammar of Composition, which is used with good success in our other Grammar Schools. Although this school suffers a little in its classification since its new organization, yet I think it well sustains its deservedly high and well-earned reputation."

FRANCIS STREET GRAMMAR SCHOOL.

This school is described as sustaining an examination quite as satisfactory, both in the Spring and Fall, as could have been expected in the circumstances of interruption from loss of school-house by fire, and necessarily poor accommodations during the interval of the new erection. In its present building the school is proceeding prosperously, as in former years, under the same instruction.

WASHINGTON SCHOOL.

The oldest of our Boys' Grammar Schools maintains the favorable standing of former years. It is realizing the benefit of permanence in the Principal, and his co-ordinate teachers, who are all devoted to their work. The comment of the examiners is generally favorable, in some cases highly so. It is hinted by one of the Committee that the pupils in all our Grammar Schools should be carried to a higher point of attainment and completeness in Grammar School studies. The moral *regimen* of the Divisions of the school, generally, is excellent. Of one of the Divisions of this school, the examiner suggests what is worthy of note. It is "that written exercises be introduced into all the Divisions of our Grammar Schools, in which they are not now practised, when the pupils can write a legible hand. These

exercises are *required* in Sect. 9, Chap. 1, of School Regulations, and should be corrected by the teachers, and preserved with their dates, as there recommended, in writing books, to be inspected by the committee, as evidence of the proficiency of the pupils in penmanship, punctuation, use of capitals, spelling and the grammatical construction of sentences." No exercises in our schools, in the opinion of your committee, are more valuable than these; and none, we regret to say, have been more generally neglected in some of our schools. The Sixth Division is commended by two examiners, and as it is one of confessedly difficult management, we submit the suggestive commendation given of it. "The Sixth Division of the Washington School is composed partly of scholars belonging to this and the Dearborn District, who attend to receive special instruction. They are very irregular in their attendance, and consequently cannot expect to advance in their studies as they otherwise might. The teacher, Mrs. Drown, has a hard task to make scholars of such material as compose this part of her Division. She has succeeded well, however, and fully demonstrated the wisdom of the plan by which this class of boys are instructed by themselves."

CONCLUSION.

The review of the foregoing general view, suggests one or two points of reflection worthy of consideration.

1. Our schools hereby brought under notice are not yet what they should be. Excellencies have been duly referred to, and this is proper. Simply or solely to point out defects, were an invidious, possibly in the reach of its influence, a discouraging task. This is not sought to be done; yet it must be clear that higher ideals of excellence will never be reached after, so long as commendation forms the staple of what is said of our schools. They are yet at a notable remove from perfection.

2. The guardians and teachers of our schools should, hence, place it before them as a point to be aimed at — that they be not stationary in their elements of goodness, but progressive. To remain at a stand still is to fall into a state of necessary stagnation. There is no such thing as being thus, speaking truly. The stationary is inevitable recession. The school goes forward, or it goes back. It is not supposable that any one of our Grammar Schools, especially, can be at the close of 1860 just where it was at the end of 1859. The intervening period has been certainly marked by advance or by retrograde. Due consideration of a point believed to be alike true and important will be a spur to the enterprising teacher, as to all of us, to aim at higher attainments and better qualifications for the great work of popular education. It will help to concentrate on our schools the largest enthusiasm, the best energies, moral and intellectual, that the right training and right culture of the rising generation can be made to command.

All of which is submitted on behalf of Examining Committee of High and Grammar Schools.

J. W. OLMSTEAD.

ROXBURY, DECEMBER, 1860.

REPORT ON PRIMARY SCHOOLS.

THERE have been added, during the year, two to the number of Primary and Sub-Primary Schools, making the present number forty.

One of these is the school at the Alms House, comprised of some 24 scholars, under the care of a judicious teacher. It is a sad thing to see little children deprived of the care of parents, and the delights of a good home, and thrown thus early upon the public care; but their cheerful demeanor, and pleasant appearance, relieves us of much of our gloom. Securely they repose upon the public arm, and many a one outside their walls might envy their lot. We have no desire to see their number increased, but hope that children, driven by necessity upon the public charge, may ever receive the blessed boon of education.

A new school-house for primary scholars in Ward 1, will relieve the present crowded condition of the schools in that vicinity, and meet the growing wants of that neighborhood for a long time to come. Yet in other parts of the city the cry arises for more accommodations; in the vicinity of Smith Street the demand is pressing, and needs early attention by the City Government.

Our citizens, in condemning the extravagance in city expenditures, do not sufficiently consider to what uses much of the large sums expended are applied; but let them examine the reports of the School Committee, or give a little closer attention to the subject than they are wont, and

much of their surprise will disappear. The School Committee share with the rest of their fellow citizens the desire for an economical administration of public affairs. Yet they would deem themselves false to their special charge, did they not see to it that all pupils presenting themselves for public instruction were provided with suitable means to accomplish that end. If the School Committee err on either side, it is in rather postponing the time for action, which they foresee is inevitable, than to do to-day what will not be wanted till to-morrow. We are satisfied no teacher can do justice to more than fifty scholars, and as each quarter in its turn brings knocking to our primary school doors, some thoughtful father or mother, with little children in charge, and with tearful eye and trusting heart deliver the bashful strangers to our care, our resources in many cases are tried to their full capacity. While this gives ample evidence of the thrift and of the prosperity of our people, it is at the same time the great reason of the constantly increasing expenses of our public schools.

From the reports of the different members who have examined through the year the Primary Schools, we are satisfied that they are, taken as a whole, in a good condition; yet, in many respects, not what they should be. It is very easy to sit down and say that our schools are not surpassed by any in the State, or that our corps of teachers are unequalled by a similar number in any other place. For ourselves, we prefer no such self-gratulation, and take greater pleasure in stating, as near as possible, our exact condition, that errors may be corrected, and excellencies maintained.

At the same time, we doubt the expediency of singling out any one school for praise or blame. In the less public manner of the usual meetings of the Committee should flagrant abuses be dealt with, and responsibility be taken, and such measures pursued as special cases require.

In general terms, however, we are free to say that some

of our Primary Schools are not what we would desire, and the blame is mostly chargeable to the teachers concerned, or their manner of teaching. We know the difference in children. Stupidity, dulness, viciousness, and mischief exist in fearful proportions in some scholars. Still let fifty pupils be taken indiscriminately from any section of our city, and the disparity in their average condition would be small. If that proposition be true, any striking defect, if long continued, gives evidence that something in the teacher, or manner of teaching, is surely amiss.

It may be, in some cases, that the person employed as teacher is not suitable to her position; or in other words, is out of her element. Let this be distinctly ascertained, and no time should be lost in relieving her of her duties, and one more naturally suited to the position substituted in her stead. It is not always every one wishing to become a teacher that is well suited to the post. Difficult is it often to make a selection; but once made, and the experiment not proving satisfactory, we should, for the good of the schools, be as prompt to remedy our mistakes as we are to incur them.

Again, it often happens that many teachers, after years of valuable and successful service, show that their days of usefulness are passing away; that the sympathy and interest they once felt in their little pupils have sensibly diminished, and they go upon their daily duties feeling it to be an irksome and burdensome task. With sadness we, too, witness their declining influence; but in kindness, and with a desire to promote the condition of the schools, we could but wish their services might not be continued a great while after such a tendency is noticed.

It was the opinion of one of the greatest of French writers, that children could best educate themselves — that each age should have for their teachers those of a year or two older; thus by groups educating each other. This is

beautifully exemplified in families where there are a number of children; each teaches the other. Father and mother scarcely do so much for the youngest, as those just older; and the quiet evening study of a group of children around the family fireside, reciting and rehearsing their various studies of the day together, does vastly more to educate them than the stern mandates of their parents, enforced though they may be by the end of the teacher's rod. In such a family progress will be far greater than in one where only a single child is found. Every energy may be bestowed upon his education, yet he lacks the requisite of sympathy and social equality. Our excuse for this expression of our opinion, is the belief we entertain, that, in our Primary Schools, young teachers, if not persons of trivial character, command best the sympathies of their pupils. And when teachers, from unmistakable signs, give evidence of a loss of youthful sympathy and interest, their longer stay detracts from the advancement of their schools, and in the kindest spirit should be allowed to depart. Admitting, as we willingly do, that many things materially affect, either for good or evil, a teacher's success; yet in Primary Schools we think it is the universal tendency to judge the character of the teacher by the appearance of the school.

One of the committee noticed a disposition, in some of the teachers, to speak in a manner harsh and sharp to the children under their charge, amounting almost to scolding; showing that if they had a warm-hearted interest in their scholars, their manner of showing it was peculiar. Is there not in children around us a disposition to speak churlishly and snappishly to each other, and sometimes observable in parents, and can it not to some extent be traced to teachers? A firm and decided demeanor is to be commended, but petulance and fault-finding are very apt to reappear in those upon whom they are most lavishly expended.

Upon the subject of difference in the capabilities of children in different schools, and in various sections of the city, some little attention may not be out of place. On carefully examining the reports, it will be found that the Primary Schools in the most crowded parts of the city, attended by most of the children of foreign parentage, evince a greater degree of progress than those where the population is more sparse, and where we might suppose the children were blessed with greater advantages of home and means. To some extent this may be owing to grading the schools, which is not convenient on the outskirts; yet this does not wholly explain the matter.

Are we not, as a community, rather relying on our past success? Our children, surrounded by every comfort and convenience, find little to stimulate them in youth. Generation after generation have poured into our laps experience and attainments, which our children inherit without an effort. The opening eyes and growing intelligence of our offspring, enjoy all the comforts of mansions furnished with every luxury, which have cost their parents great efforts to obtain, and to whom they inure without a struggle. All our advances and results in education, politics, and religion, our children inherit. But with our less-favored fellow citizens this does not so certainly apply. Their children, emerging from long years of ignorance and superstition, their minds opened by education, are in a most fit condition to receive its benefits. With eagerness and delight do they learn, and our most favored children can scarcely keep pace with their progress. We can say, then, with justice, that those schools in which the children born of foreign parents predominate, are not a whit behind those where such is not the case. At all events, their progress is most marked, and considering their antecedents deserves great credit. And their parents commit a great mistake in not continuing their children longer in school; and further, by not paying more particular attention to

their personal appearance, which subject their children to censure, and even abuse, that they could easily avoid.

Another thing we notice, which we do not consider to be the best for the community or for schools. It is the disposition not to send children to Primary Schools, but to private ones, which many of our best families manifest. It is a well-attested fact, that when such scholars do arrive at last to our Grammar Schools, they are, generally, not so well qualified as those that come from the Primary Schools. It is easy to see the reason. Private schools do not have so much the ultimate end of the pupil in view, as to dispose of the present in a manner the least to tax his mental powers. Let no parent, from mistaken regard for the welfare of his children, refuse to place them in the public schools, where side by side with their fellow playmates, they can pursue their youthful studies together.

What can be done to improve our Primary Schools? The tendency of our common school education, and perhaps to some extent of all education, is to equalize the acquirements of all. There is an average to which all can, and should attain, because it is for the common good. Our schools can do but little more than this. Any great proficiency in any one direction, must be largely due to individual talents or exertion. No amount of teaching or criticism could make all of our scholars an Agassiz or an Everett; but five thousand children could be taught to know the multiplication table with precision, and spell without mistake the more difficult words in our language. To that medium excellence let it be our ambition to attain. The brilliant achievement of a scholar here and there, may give a transient glory to our efforts, but that enduring, substantial result, in which large numbers jointly participate, will afford us the most lasting satisfaction.

In this light there are considerations which might be urged in favor of the appointment of some person, whose special business it should be to bring to a nearer level our

Primary Schools; to frequently visit and compare them; to take the excellencies which distinguish many of them, and have them reproduced in others; to elevate the general standard; to make such suggestions to teachers as may prove to be deficient, and stimulate them anew to greater exertion. When it becomes apparent that there are those teaching in our schools unequal or unfitted to their calling, let it be made known to the Board, who would undoubtedly change for the better.

We are nearly convinced that some suitable person, charged with this duty of bringing up our Primary Schools (while there is ample room for the exercise of such a function), would show, in a very brief period, that the wisdom of such a movement would be vindicated, and the scholars better fitted for the Grammar Schools.

The manner of selecting teachers for our Primary Schools might then be more thoroughly tested. While none desire any but the best, yet those who would not be likely to succeed could be sooner ascertained, and the teacher removed ere the school should suffer.

Upon the discipline of our Primary Schools, we do not find that there are many exceptions taken. In some schools, at some times, there may appear to be a want of order. We can not, and we should not, expect that scholars so young can at once be reduced to systematic and uniform obedience. A harsh and stern discipline finds but little favor in our eyes. We do not desire to see the play of nature too early crushed down. Nor were we much shocked, when we have witnessed some little urchin, on a hot summer's afternoon, asleep at his post, if the indulgence of the teacher to his youthful infirmities did not mar the general order of the school.

Upon the subject of singing we shall not enter, as that was fully treated upon last year. Physical education and exercises are largely considered at the present time by the well wishers of our youth. To the riper experience, and

the greater knowledge and observation of the Chairman of this Board, we can with safety leave the discussion of that topic.

We would not, in conclusion, underrate our Primary Schools and their teachers. That they will compare well with those in any other place, we do not doubt. On the same principles of criticism as applied to our own, others would equally suffer. Rest assured, teachers, that we feel your labor in taking all this untutored material, trembling and abashed, from their homes, and in a few months transforming them into interesting and intelligent scholars; is no ordinary one. Great must be your care and patience, often laying a heavy tax upon your spirits and strength. Your recompense may not be immediate. In the breast of each little one, for good or evil, your memory will be cherished, and should you deserve it, the last thoughts of their lives will be gratefully turned to the teacher of their earlier days.

With the conclusion of this report official connection of some of our number with the schools will have nearly ceased; yet we shall have a deep and abiding solicitude for their future progress. Gladly do we entrust to them the education of our own children, in common with the rest of our citizens. With a prayer deep and sincere, may their future welfare be entrusted to more worthy and devoted hands than even have blessed the days of the past.

For the Committee.

FRANKLIN WILLIAMS, *Chairman.*

SCHOOL LAWS;

Being part of the Provisions of the Constitution and General Statutes relating to Schools.

[The General Statutes went into operation June 1, 1860.]

ARTICLE OF AMENDMENT OF THE CONSTITUTION.

ART. XVIII. All moneys raised by taxation in the towns and cities for the support of Public Schools, and all moneys which may be appropriated by the State for the support of Common Schools, shall be applied to, and expended in, no other schools than those which are conducted according to law, under the order and superintendence of the authorities of the town or city in which the money is to be expended; and such moneys shall never be appropriated to any religious sect for the maintenance, exclusively, of its own school.

GENERAL STATUTES.

CHAPTER XXXVI. — SCHOOL FUND.

SECT. 3. The income of the school fund appropriated to the support of public schools, which may have accrued upon the first day of June of each year, shall be apportioned by the secretary and treasurer, and on the tenth day of July be paid over by the treasurer, to the treasurers of the several towns and cities, for the use of the public schools, according to the number of persons therein between the ages of five and fifteen years, ascertained and certified as provided in sections three and four of chapter forty. But no such apportionment shall be made to a town or city which has not complied with the provisions of sections five and six of said chapter, or which has not raised by taxation, for the support of schools during the school year embraced in the last annual returns, including only wages and board of teachers, fuel for the schools, and care of fires and schoolrooms, a sum not less than one dollar and fifty cents for each person between the ages of five and fifteen years belonging to said town or city on the first day of May of said school year.

SECT. 4. The income of the school fund received by the several cities and towns shall be applied by the school committees thereof to the support of the public schools therein, but said committees may, if they see fit, appropriate therefrom any sum, not exceeding twenty-five per cent. of the same, to the purchase of books of reference, maps, and apparatus for the use of said schools.

CHAPTER XXXVIII. — PUBLIC SCHOOLS.

SECTION 1. In every town there shall be kept, for at least six months in each year, at the expense of said town, by a teacher or teachers of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school therein, in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behavior. Algebra, vocal music, drawing, physiology, and hygiene shall be taught by lectures or otherwise, in all the public schools in which the school committee deem it expedient.

SECT. 2. Every town may, and every town containing five hundred families or householders shall, besides the schools prescribed in the preceding section, maintain a school, to be kept by a master of competent ability and good morals, who, in addition to the branches of learning before mentioned, shall give instruction in general history, bookkeeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this commonwealth, and of the United States, and the Latin language. Such last-mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations, in each year, and at such convenient place, or alternately at such places, in the town, as the legal voters at their annual meeting determine. And in every town containing four thousand inhabitants, the teacher or teachers of the schools required by this section shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy.

SECT. 3. Two adjacent towns, having each less than five hundred families or householders, may form one high school district for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each town, in meetings called for that purpose, so determine.

SECT. 4. The school committees of the two towns so united shall elect one person from each of their respective boards, and the two so elected shall form the committee for the management and control of such school, with all the powers conferred upon school committee and prudential committees.

SECT. 5. The committee thus formed shall determine the location of

the schoolhouse authorized to be built by the towns forming the district, or if the towns do not determine to erect a house, shall authorize the location of such school alternately in the two towns.

SECT. 6. In the erection of a schoolhouse for the permanent location of such school, in the support and maintenance of the school, and in all incidental expenses attending the same, the proportions to be paid by each town, unless otherwise agreed upon, shall be according to its proportion of the county tax.

SECT. 7. Any town may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which said school shall be kept; and appropriate such sums of money as may be necessary for the support thereof.

SECT. 8. When a school is so established, the school committee shall have the same superintendence over it as they have over other schools; and shall determine what branches of learning may be taught therein.

SECT. 9. In every public school having an average of fifty scholars, the school district or town to which such school belongs shall employ one or more female assistants, unless such district or town, at a meeting called for the purpose, votes to dispense with such assistant.

SECT. 10. It shall be the duty of the president, professors and tutors of the university at Cambridge and of the several colleges, of all preceptors and teachers of academics, and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

SECT. 11. It shall be the duty of the resident ministers of the gospel, the selectmen, and the school committees, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.

SECT. 12. The several towns shall, at their annual meetings, or at a regular meeting called for the purpose, raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other town taxes.

SECT. 13. Nothing contained in this chapter shall affect the right of any corporation established in a town, to manage any estate or funds given or obtained for the purpose of supporting schools therein, or in any wise affect such estate or funds.

SECT. 14. A town which refuses or neglects to raise money for the support of schools as required by this chapter, shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein. A town which refuses or neglects to choose a school committee to superintend said schools, or to choose prudential committees in the several districts, when it is the duty of the town to choose such prudential committee, shall forfeit a sum not less than five hundred nor more than one thousand dollars, to be paid into the treasury of the county.

SECT. 15. Three-fourths of any forfeiture paid into the treasury of the county under the preceding section, shall be paid by the treasurer to the school committee, if any, otherwise to the selectmen of the town from which it is recovered, who shall apportion and appropriate the same to the support of the schools of such town, in the same manner as if it had been regularly raised by the town for that purpose.

SECT. 16. Every town shall, at the annual meeting, choose, by written ballots, a board of school committee, which shall have the general charge and superintendence of all the public schools in town. Said board shall consist of any number of persons divisible by three, which said town has decided to elect, one-third thereof to be elected annually, and continue in office three years. If a town fails or neglects to choose such a committee, an election at a subsequent meeting shall be valid.

SECT. 17. If any person elected a member of the school committee, after being duly notified of his election in the manner in which town officers are required to be notified, refuses or neglects to accept said office, or if any member of the board declines further service, or, from change of residence or otherwise, becomes unable to attend to the duties of the board, the remaining members shall, in writing, give notice of the fact to the selectmen of the town, or to the mayor and aldermen of the city, and the two boards shall thereupon, after giving public notice of at least one week, proceed to fill such vacancy; and a majority of the ballots of persons entitled to vote shall be necessary to an election.

SECT. 18. If all the persons elected as members of the school committee, after such notice of their election, refuse or neglect to accept the office, or, having accepted, afterwards decline further service, or become unable to attend to the duties of the board, the selectmen or the mayor and aldermen shall, after giving like public notice, proceed by ballot to elect a new board, and the votes of a majority of the entire board of selectmen, or of the mayor and aldermen, shall be necessary to an election.

SECT. 19. The term of service of every member elected in pursuance

of the provisions of the two preceding sections, shall end with the municipal or official year in which he is chosen, and if the vacancy which he was elected to fill was of a longer period, it shall, at the first annual election after the occurrence of the vacancy, be filled in the manner prescribed for original elections of the school committee.

SECT. 20. All the members of the school committee shall continue in office for the purpose of superintending the winter terms of the several schools, and of making and transmitting the certificate, returns, and report of the committee, notwithstanding the election of any successor at the annual meeting; but for all other duties, the term of office shall commence immediately after election.

SECT. 21. Any town may, at the annual meeting, vote to increase or diminish the number of its school committee. Such increase shall be made by adding one or more to each class, to hold office according to the tenure of the class to which they are severally chosen. Such diminution shall be made by choosing, annually, such number as will in three years effect it, and a vote to diminish shall remain in force until the diminution under it is accomplished.

SECT. 22. The school committee shall appoint a secretary, and keep a permanent record book, in which all its votes, orders, and proceedings shall be by him recorded.

SECT. 23. The school committee, unless the town at its annual meeting determines that the duty may be performed by the prudential committee, shall select and contract with the teachers of the public schools; shall require full and satisfactory evidence of the good moral character of all instructors who may be employed; and shall ascertain, by personal examination, their qualifications for teaching, and capacity for the government of schools.

SECT. 24. Every instructor of a town or district school shall, before he opens such school, obtain from the school committee a certificate in duplicate of his qualifications, one of which shall be deposited with the selectmen before any payment is made to such instructor on account of his services; and upon so filing such certificate, the teacher of any public school shall be entitled to receive, on demand, his wages due at the expiration of any quarter, or term longer or shorter than a quarter, or upon the close of any single term of service, subject to the condition specified in section thirteen of chapter forty.

SECT. 25. The school committee may dismiss from employment any teacher, whenever they think proper, and such teacher shall receive no compensation for services rendered after such dismissal.

SECT. 26. The school committee, or some one or more of them, for the purpose of making a careful examination of the schools, and of ascertaining that the scholars are properly supplied with books, shall visit all the public schools in the town, on some day during the first or

second week after the opening of such schools respectively, and also on some day during the two weeks preceding the close of the same; and shall also, for the same purposes visit, without giving previous notice thereof to the instructors, all the public schools in the town, once a month; and they shall, at such examinations, inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars therein.

SECT. 27. The school committee shall require the daily reading of some portion of the Bible in the common English version; but shall never direct any school-books calculated to favor the tenets of any particular sect of Christians, to be purchased or used in any of the town schools.

SECT. 28. The school committee shall direct what books shall be used in the public schools, and no change shall be made in said books, except by the unanimous consent of the whole board, unless the committee consists of more than nine, and questions relating to school-books are intrusted to a sub-committee. In that case, the consent of two-thirds of the whole number of said sub-committee, with the concurrent vote of three-fourths of the whole board, shall be requisite for such change. If any change is made, each pupil then belonging to the public schools, and requiring the substituted book, shall be furnished with the same by the school committee, at the expense of said town.

SECT. 29. The school committee shall procure, at the expense of the city or town, a sufficient supply of text-books for the public schools, and give notice of the place where they may be obtained. Said books shall be furnished to the pupils at such prices as merely to reimburse the expense of the same. The school committee may also procure, at the expense of the city or town, such apparatus, books of reference, and other means of illustration, as they deem necessary for the schools under their supervision, in accordance with appropriations therefor previously made.

SECT. 30. If any scholar is not furnished by his parent, master, or guardian, with the requisite books, he shall be supplied therewith by the school committee at the expense of the town.

SECT. 31. The school committee shall give notice, in writing, to the assessors of the town, of the names of the scholars supplied with books under the provisions of the preceding section, of the books so furnished, the prices thereof, and the names of the parents, masters, or guardians, who ought to have supplied the same. The assessors shall add the price of the books to the next annual tax of such parents, masters, or guardians; and the amount so added shall be levied, collected, and paid into the town treasury, in the same manner as the town taxes.

SECT. 32. If the assessors are of opinion that any parent, master, or guardian is unable to pay the whole expense of the books so supplied on his account, they shall omit to add the price of such books, or shall add

only a part thereof, to his annual tax, according to their opinion of his ability to pay.

SECT. 33. In any town containing five hundred families, in which a school is kept for the benefit of all the inhabitants, as before provided, the school committee shall perform the like duties in relation to such school, the house where it is kept, and the supply of all things necessary therefor, as the prudential committee may perform in a school district.

SECT. 34. The members of the school committee shall be paid, in cities one dollar, and in towns one dollar and a half each, a day, for the time they are actually employed in discharging the duties of their office, together with such additional compensation as the town or city may allow.

SECT. 35. Any town, annually, by legal vote, and any city by an ordinance of the city council, may require the school committee annually to appoint a superintendent of public schools, who, under the direction and control of said committee, shall have the care and supervision of the schools, with such salary as the city government or town may determine ; and in every city in which such ordinance is in force, and in every town in which such superintendent is appointed, the school committee shall receive no compensation, unless otherwise provided by such city government or town.

SCHOOLHOUSES.

SECT. 36. Every town not divided into school districts shall provide and maintain a sufficient number of schoolhouses properly furnished and conveniently located for the accommodation of all the children therein entitled to attend the public schools ; and the school committee, unless the town otherwise direct, shall keep them in good order, procuring a suitable place for the schools, where there is no schoolhouse, and providing fuel and all other things necessary for the comfort of the scholars therein, at the expense of the town.

SECT. 37. Any town, at a meeting legally called for the purpose, may determine the location of its schoolhouses, and adopt all necessary measures to purchase or procure the land for the accommodation thereof.

SECT. 38. When land has been designated by a town, school district, or those acting under its authority, or determined upon by the selectmen as a suitable place for the erection of a schoolhouse and necessary buildings, or for enlarging a schoolhouse lot, if the owner refuses to sell the same, or demands therefor a price deemed by the selectmen unreasonable, they may, with the approbation of the town, proceed to select, at their discretion, and lay out a schoolhouse lot, or an enlargement thereof, and to appraise the damages to the owner of such land in the manner provided for laying out highways, and appraising damages sustained thereby ; and upon payment, or tender of payment of the amount of

such damages to the owner, by the town, the land shall be taken, held and used for the purpose aforesaid. But no lot so taken or enlarged shall exceed, in the whole, eighty square rods, exclusive of the land occupied by the school buildings.

SECT. 39. When the owner feels aggrieved by the laying out or enlargement of such lot, or by the award of damages, he may, upon application therefor in writing to the county commissioners within one year thereafter, have the matter of his complaint tried by a jury, and the jury may change the location of such lot or enlargement, and assess damages therefor. The proceedings shall in all respects be conducted in the manner provided in cases of damages by laying out highways. If damages are increased, or the location changed by the jury, the damages and all charges shall be paid by the town; otherwise, the charges arising on such application shall be paid by such applicant. The land so taken shall be held and used for no other purpose than that contemplated by this chapter, and shall revert to the owner, his heirs or assigns, upon the discontinuance there, for one year, of such school as is required by law to be kept by the town.

SECT. 40. The school committee of a town in which the school district system has been abolished, or does not exist, shall have the general charge and superintendence of the schoolhouses in said town, so far as relates to the use to which the same may be appropriated.

SECT. 41. Except as may be otherwise provided in their respective charters, or acts in amendment thereof, the provisions of this chapter, so far as applicable, shall apply to cities. And the mayor and aldermen in the several cities are authorized to execute the powers given in section thirty-eight of this chapter to the selectmen and town.

CHAPTER XL. — SCHOOL REGISTERS AND RETURNS.

SECTION 1. The clerks of the several cities and towns, upon receiving from the secretary of the board of education the school registers and blank forms of inquiry for school returns, shall deliver them to the school committee of such cities and towns.

SECT. 2. If a school committee fails to receive such blank forms of return, on or before the last day of March, they shall forthwith notify the secretary of the board of education, who shall transmit such forms as soon as may be.

SECT. 3. The assessors shall, annually in the month of May, ascertain the number of persons in their respective towns and cities, on the first day of May, between the ages of five and fifteen years, and, on or before the first day of July following, report the same to the school committee.

SECT. 4. The school committee shall, annually, on or before the last day of the following April, certify, under oath, the numbers so returned

to them by the assessors, and also the sum raised by such city or town for the support of schools during the preceding school year, including only wages and board of teachers, fuel for the schools, and care of the fires and schoolrooms, and shall transmit such certificate to the secretary of the board of education.

SECT. 5. The school committee shall cause the school registers to be faithfully kept in all the public schools, and shall annually, on or before the last day of April, return the blank forms of inquiry, duly filled up, to the secretary of the board of education; and shall also specify in said returns the purposes to which the money received by their town or city from the income of the school fund has been appropriated.

SECT. 6. The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions, in relation to the schools, as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports of the board of education, and transmit two copies thereof to the secretary of said board, on or before the last day of April, and deposit one copy in the office of the clerk of the city or town.

SECT. 7. When a school committee fails, within the prescribed time, to make either the returns or report required of them by law, the secretary of the board of education shall forthwith notify such committee, or the clerk of the city or town, of such failure; and the committee or clerk shall immediately cause the same to be transmitted to the secretary.

SECT. 8. If a report or return is found to be informal or incorrect, the secretary shall forthwith return the same, with a statement of all deficiencies therein, to the committee for its further action.

SECT. 9. The returns or reports of a city or town so returned by the secretary for correction, or which have not reached his office within the time prescribed by law, shall be received by him if returned during the month of May; but, in all such cases, ten per cent. shall be deducted from the income of the school fund which such city or town would have been otherwise entitled to. If such returns or reports fail to reach his office before the first day of June, then the whole of such city or town's share of the income shall be retained by the treasurer of the commonwealth, and the amount so retained, as well as the ten per cent. when deducted, shall be added to the principal of the school fund. And such city or town shall, in addition thereto, forfeit not less than one hundred nor more than two hundred dollars; *provided, however*, if said returns and reports were duly mailed in season to reach said office within the time required by law, then the city or town from which said returns or reports are due, shall be exempt from the forfeiture otherwise incurred.

SECT. 10. The clerk of each city and town shall deliver one copy of the reports of the board of education and its secretary to the secretary of the school committee of the city or town, to be by him preserved for the use of the committee, and transmitted to his successor in office; and two additional copies of said reports for the use of said committee; and shall also deliver one copy of said reports to the clerk of each school district, to be by him deposited in the school district library, or, if there is no such library, carefully kept for the use of the prudential committee, teachers, and inhabitants of the district, during his continuance in office, and then transmitted to his successor; and, in case the city or town shall not be districted, said reports shall be delivered to the school committee, and so deposited by them as to be accessible to the several teachers, and to the citizens; and such reports shall be deemed to be the property of the town or city, and not of any officer, teacher, or citizen thereof.

SECT. 11. When the school committee of a city or town is not less than thirteen in number, the chairman and secretary thereof may, in behalf of the committee, sign the annual school returns and the certificate required by sections four and five.

SECT. 12. A city or town which has forfeited any part of its portion of the income of the school fund, through the failure of the school committee to perform their duties in regard to the school report and school returns, may withhold the compensation of the committee.

SECT. 13. The several school teachers shall faithfully keep the registers furnished to them, and make due return thereof to the school committee, or such person as they may designate, and no teacher shall be entitled to receive payment for services until the register, properly filled up and completed, shall be so returned.

CHAPTER XLI. — ATTENDANCE OF CHILDREN IN THE SCHOOLS.

SECTION 1. Every person having under his control a child between the ages of eight and fourteen years, shall annually, during the continuance of his control, send such child to some public school in the city or town in which he resides, at least twelve weeks, if the public schools of such city or town so long continue, six weeks of which time shall be consecutive; and, for every neglect of such duty, the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars; but, if it appears upon the inquiry of the truant officers or school committee of any city or town, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental con-

dition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

SECT. 2. The truant officers and the school committees of the several cities and towns shall inquire into all cases of neglect of the duty prescribed in the preceding section ; and ascertain from the persons neglecting the reasons, if any, therefor ; and shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or town ; and, if such treasurer wilfully neglects or refuses to prosecute any person liable to the penalty provided for in the preceding section, he shall forfeit the sum of twenty dollars.

SECT. 3. All children within the commonwealth may attend the public schools in the place in which they have their legal residence, subject to the regulations prescribed by law.

SECT. 4. The school committee shall determine the number and qualifications of the scholars to be admitted into the school kept for the use of the whole town.

SECT. 5. Children living remote from any public school in the town in which they reside, may be allowed to attend the public schools in an adjoining town, under such regulations, and on such terms, as the school committees of the said towns agree upon and prescribe ; and the school committee of the town in which such children reside, shall pay, out of the appropriations of money raised in said town for the support of schools, the sum agreed upon.

SECT. 6. Minors under guardianship, their father having deceased, may attend the public schools of the city or town of which their guardian is an inhabitant.

SECT. 7. With the consent of school committees first obtained, children between the ages of five and fifteen years may attend school in cities and towns other than those in which their parents or guardians reside ; but whenever a child resides in a city or town different from that of the residence of the parent or guardian, for the sole purpose of attending school there, the parent or guardian of such child shall be liable to pay to such city or town, for tuition, a sum equal to the average expense per scholar for such school for the period the child shall have so attended.

SECT. 8. The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.

SECT. 9. No person shall be excluded from a public school on account of the race, color, or religious opinions of the applicant or scholar.

SECT. 10. Every member of the school committee under whose directions a child is excluded from a public school, and every teacher of such school from which a child is excluded, shall, on application by the pa-

rent or guardian of such child, state, in writing, the grounds and reason of the exclusion.

SECT. 11. A child unlawfully excluded from any public school shall recover damages therefor in an action of tort, to be brought in the name of such child by his guardian or next friend against the city or town by which such school is supported.

SECT. 12. The plaintiff in such action may, by filing interrogatories for discovery, examine any member of the school committee, or any other officer of the defendant city or town, as if he were a party to the suit.

CHAPTER XLII. — EMPLOYMENT OF CHILDREN ; TRUANCY.

SECTION 1. Children of the age of twelve years and under the age of fifteen years, who have resided in this State for the term of six months, shall not be employed in a manufacturing establishment unless within twelve months next preceding the term of such employment they have attended some public or private day school, under teachers approved by the school committee of the place in which said school was kept, at least one term of eleven weeks, and unless they shall attend such a school for a like period during each twelve months of such employment. Children under twelve years of age, having resided in this State for a like period, shall not be so employed unless they have attended a like school for the term of eighteen weeks within twelve months next preceding their employment, and a like term during each twelve months of such employment.

SECT. 2. The owner, agent, or superintendent of a manufacturing establishment, who employs a child in violation of the provisions of the preceding section, shall forfeit a sum not exceeding fifty dollars for each offence, to be recovered by indictment, to the use of the public schools in the city or town where such establishment is situated ; and the school committees in the several cities and towns shall prosecute for all such forfeitures.

SECT. 3. No child under the age of twelve years shall be employed in any manufacturing establishment more than ten hours in one day ; and the owner, agent, or superintendent who knowingly employs such child for a greater number of hours, shall forfeit the sum of fifty dollars for each offence, to the use of the person prosecuting therefor.

SECT. 4. Each city and town may make all needful provisions and arrangements concerning habitual truants, and children not attending school, or without any regular and lawful occupation, or growing up in ignorance, between the ages of five and sixteen years ; and also all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town ; and there shall

be annexed to such by-laws suitable penalties, not exceeding twenty dollars for any one breach: *provided*, that said by-laws shall be approved by the superior court of the county.

SECT. 5. The several cities and towns availing themselves of the provisions of the preceding section, shall appoint at the annual meetings of such towns, or annually by the mayor and aldermen of such cities, three or more persons, who alone shall be authorized, in case of violation of such by-laws, to make the complaint, and carry into execution the judgments thereon.

SECT. 6. A minor convicted under such by-law of being an habitual truant, or if not attending school, or of being without regular and lawful occupation, or growing up in ignorance, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in section four, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose under authority of section four, for such time, not exceeding two years, as such justice or court may determine.

SECT. 7. A minor convicted of either of said offences, and sentenced to pay a fine, may, in default of payment thereof, be committed to such institution of instruction, house of reformation, or suitable situation provided as aforesaid. And upon proof that the minor is unable to pay the fine, and has no parent, guardian, or person chargeable with his support, able to pay the same, he may be discharged by such justice or court whenever it is deemed expedient, or he may be discharged in the manner poor convicts may be discharged from imprisonment for non-payment of fine and costs.

SECT. 8. Warrants issued under this chapter shall be returnable before any trial justice or judge of a police court, at the place named in the warrant; and the justice or judge shall receive such compensation as the city or town determines.

SUMMARY OF THE SCHOOLS.

Schools.	Teachers.	Average number belonging.	Average of attend- ance.	Per cent. of attend- ance.	Average age.	Location.	Salaries.	Local Committees.
HIGH SCHOOL, (For both Sexes.)	Samuel M. Weston, <i>Principal</i> . . .	22	21	.96	16½	Kenilworth St.	\$2000	Crafts, Ray, Nute.
	2d Div'n, George H. Gorely, <i>Assist.</i>	41	40	.98	15		800	
	3d " Sarah A. M. Cushing.	45	44	.98	15		700	
		108	105	.97	15½			
GRAMMAR SCHOOLS. DUDLEY SCHOOL, (For Girls.)	Adeline Seaver, <i>Principal</i> . . .	55	52	.94	15½	Bartlett Street.	700	Allen, Bliss, Williams
	Emmie C. Allen, <i>Assistant</i> . . .						375	
	2d Division, Sarah J. Leavitt. . .	41	45	.90	12		375	
	3d " Clara B. Tucker. . .	57	47	.82	10½		350	
	4th " Helen J. Otis. . .	49	41	.85	10		350	
		202	185	.88	12			
WASHINGTON SCHOOL, (For Boys.)	John Kneeland, <i>Principal</i> . . .	45	43	.96	13½	Washington St.	1400	Seaver, King, McGill.
	Harriet E. Burrell, <i>Assistant</i> . . .						375	
	2d Division, Ann M. Williams. . .	41	39	.94	12½		375	
	3d " Delia Mansfield. . .	50	47	.94	11		350	
	4th " Rebecca A. Jordan. . .	54	51	.95	10½		350	
	5th " Harriet M. Daniell, . .	50	47	.94	9½		*300	
	6th " Caroline C. Drown. . .	47	40	.85	12		375	
		287	267	.93	11½			

SCHOOL REPORT.

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DEARBORN SCHOOL, (For both Sexes.)

^a William H. Long, <i>Principal</i> . . .	48	47	.98	14 $\frac{1}{2}$	Dearborn Place.	1400 Ray, Williams, Bliss.
Ruth P. Stockbridge, <i>Assistant</i> . . .	44	40	.91	14		375
^b 2d Division, Maria L. Tincker. . .	44	40	.91	12		375
^b 3d " Sarah S. Adams. . .	50	47	.94	11 $\frac{1}{2}$		300
^b 4th " Henrietta M. Young. . .	50	46	.92	10 $\frac{1}{2}$		350
^b 5th " Frances L. Breeden. . .	45	42	.94	10 $\frac{1}{2}$		300
^b 6th " Louisa J. Fisher. . .	40	37	.92	9 $\frac{1}{2}$		350
^b 7th " Margaret E. Davis. . .	48	46	.96	12 $\frac{1}{2}$		300
^c 2d " Ellen A. Marean. . .	53	51	.96	12		375
^c 3d " Caroline J. Nash. . .	51	48	.94	11		350
^c 4th " Clementine B. Thompson	57	52	.91	10		350
^c 5th " Mary G. Hewes. . .	530	496	.94	11 $\frac{1}{2}$		
^a Daniel W. Jones, <i>Principal</i> . . .	52	50	.96	14 $\frac{1}{2}$	Gore Avenue.	1200 Olmstead, Putnam, Plympton.
Carrie K. Nickerson, <i>Assistant</i> . . .	39	36	.91	13		375
^c 2d Division, Mary C. Eaton. . .	41	39	.95	12		375
^c 3d " Elizabeth W. Young. . .	44	42	.95	11		350
^c 4th " Almira W. Chamberline	51	46	.90	11		350
^c 5th " Elizabeth A. Morse. . .	58	52	.90	10		350
^c 6th " Charlotte P. Williams. . .	39	38	.96	13		375
^b 2d " Alice C. Pierce. . .	41	38	.93	11 $\frac{1}{2}$		350
^b 3d " Sarah M. Vose. . .	45	42	.95	10 $\frac{1}{2}$		350
^b 4th " Esther M. Nickerson. . .	48	40	.83	10		300
^b 5th " Mary F. Angier. . .	49	46	.94	9 $\frac{3}{4}$		350
^b 6th " Nancy L. Tucker. . .	507	469	.93	11 $\frac{1}{2}$		

* Assistant teachers below 2d Division receive \$300 the first year, \$325 the 2d, \$350 the 3d. ^a Both Sexes, ^b Boys, ^c Girls.

SUMMARY OF THE SCHOOLS. — CONTINUED.

Schools.	Teachers.	Average number belonging.	Average of attendance.	Per cent. of attendance.	Average.	Location.	Salaries.	Local Committees.
FRANCIS ST. SCHOOL, (For both Sexes.)	Sophronia F. Wright, <i>Principal</i> .	40	37	.92	11½	Francis Street.	\$450	Crafts, Nute, McGill.
PRIMARY SCHOOLS, (For both Sexes.)	No. 1. Sarah T. Jennison.	50	46	.92	9	Yeoman Street.	300	Morse.
	2. Eliza Brown.	53	48	.90	7½	" "	300	"
	3. Sarah O. Babcock.	62	59	.95	6½	" "	300	"
	4. Sarah H. Hosmer.	61	57	.93	6½	" "	300	"
	5. Mary F. Neal.	43	40	.93	5	Eustis Street.	300	Williams.
	6. Emma C. Wales.	56	49	.89	7	Sumner Street.	300	"
	7. Mary L. Walker.	60	50	.83	5½	Eustis Street.	300	"
	8. Elizabeth C. Backup.	56	50	.89	5½	Sumner Street.	300	"
	9. Ann M. Backup.	44	41	.93	8½	Vernon Street.	300	Bliss.
	10. Susannah L. Durant.	42	35	.83	7½	" "	300	"
	11. Eliza D. Cole.	55	50	.91	6	" "	300	"
	12. Catherine F. Mayall.	52	46	.88	6	" "	300	"
	13. Sophia L. Stone.	53	47	.88	9	Sudbury Street.	300	Allen.
	14. Sarah E. Field.	65	60	.91	7½	" "	300	"
	15. Cornelia J. Bills.	73	65	.89	6½	" "	300	"
	16. Mary C. Williams.	72	62	.86	6	" "	300	"
	17. Sarah J. Davis.	48	44	.91	8	Avon Place.	300	McGill.
	18. Clara M. Adams.	65	60	.92	5½	" "	300	"
	19. Sarah W. Holbrook.	49	40	.82	7½	Mill Dam.	300	Allen.
	20. Elizabeth Waldo.	31	25	.82	7½	Francis Street.	300	Crafts.
	21. Caroline N. Heath.	55	48	.88	7½	Heath Street.	300	Putnam.

SCHOOL REPORT.

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22. Anna M. Eaton.	53	52	.98	8	Smith Street.	300	Nute.
23. Anna E. Clark.	71	64	.90	6½	" "	*275	"
24. Caroline Y. Rice.	49	43	.88	8½	Heath Place.	300	Seaver.
25. Mary H. Hicks.	55	49	.89	8	" "	300	"
26. Charlotte C. Simpson.	62	56	.90	5½	" "	*275	"
27. Asenath Nichols.	60	56	.93	6	" "	300	"
28. Emily W. Fillebrown.	51	48	.94	8	Orange Street.	300	"
29. Martha H. Horn.	75	70	.90	6½	" "	200	"
30. Henrietta M. Wood.	41	36	.84	8½	Centre Street.	300	Olmstead.
31. Mary A. Morse.	59	50	.85	5½	" "	300	"
32. Maria L. J. Perry.	38	36	.93	8	Edinboro' Street	300	Plympton.
33. Matilda M. Hutchins.	44	40	.91	6½	" "	300	"
34. Almira B. Russell.	51	47	.92	7	Munroe Street.	300	Ray.
35. Frances N. Brooks.	41	36	.88	8½	Winthrop Street	300	"
36. Maria L. Young.	46	42	.91	6	" "	300	"
37. Anne E. Boynton.	43	37	.85	8	Elm Street.	300	King.
38. H. B. Scammell.	60	48	.80	6	" "	300	"
39. Sarah A. P. Fernald.	26	26	1.00	10½	Alms House.	300	Allen.
40. Caroline E. Jennison.	53	41	.93	6½	East Street.	*275	Morse.
	2223	1999	.89	—			
				7½			

* Salary for the first year ; thereafter, \$300.

CHARLES BUTLER, Teacher of Music in the Grammar Schools, Salary \$250 per annum.

JONAS PIERCE, JR., Curator of School Buildings, Salary \$700 per annum.

SCHOOL COMMITTEE,
FOR 1861.

ELECTED AT LARGE.

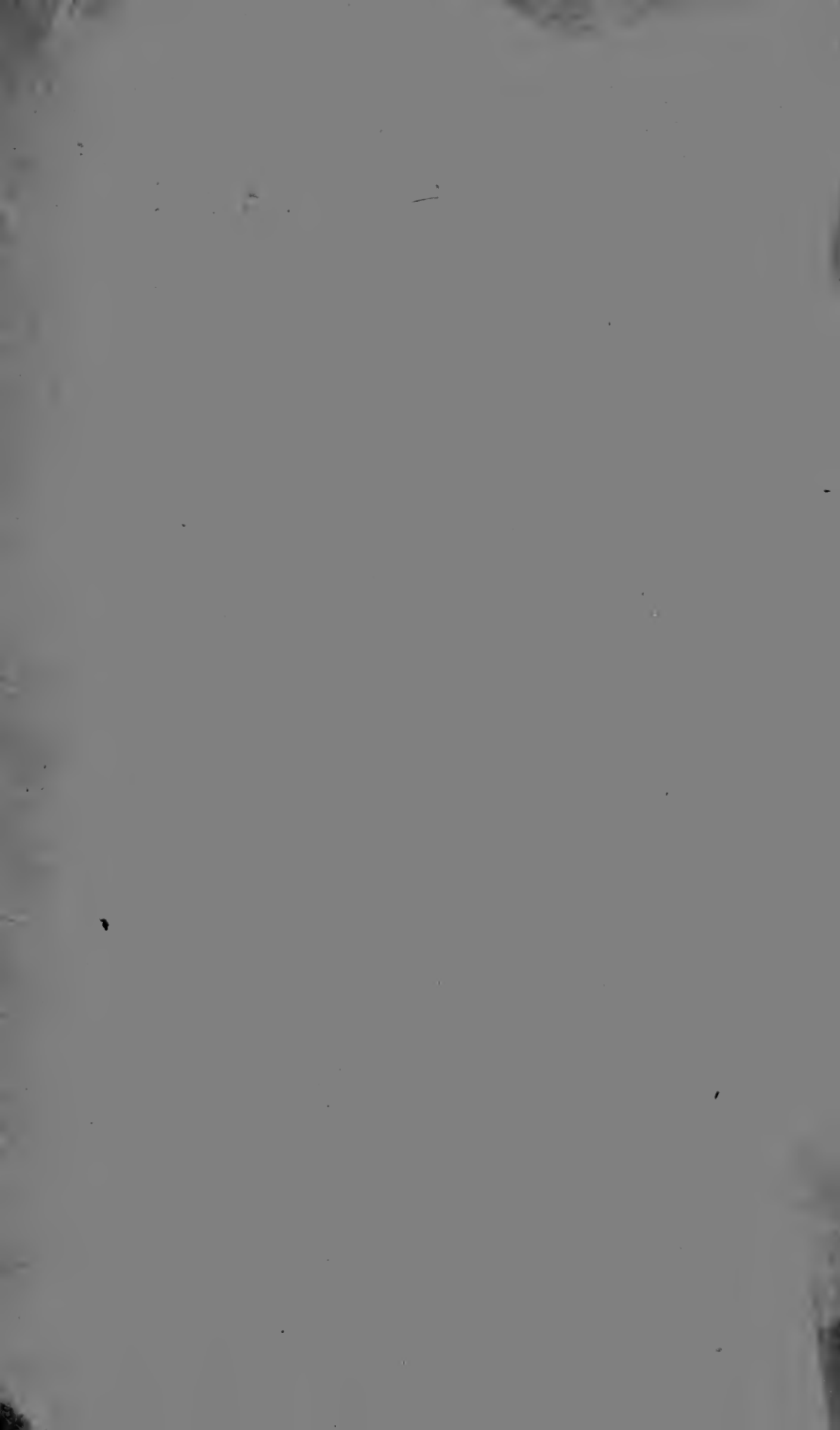
GEORGE PUTNAM,
WILLIAM S. KING,
ARIAL I. CUMMINGS.

ELECTED BY WARDS.

<i>Ward</i>	1.—HORATIO G. MORSE,	GEORGE W. ADAMS.
"	2.—JOSHUA SEAVER,	IRA ALLEN.
"	3.—TIMOTHY R. NUTE,	JOHN D. MCGILL.
"	4.—JOHN W. OLNSTEAD,	JEREMIAH PLYMPTON.
"	5.—SYLVESTER BLISS,	ALFRED P. PUTNAM.







FRAGILE

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PHOTOCOPY